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*Singing*.—Songs of the season and Christmas songs, melodic exercises based upon them, and reading of familiar songs. Songs: "The Squirrel's Thanksgiving," "Wind Song and the Apple Tree," from *Modern Music Series*, Book I; "Farewell to Summer," from *Songs for Little Children*, Book I (E. Smith).

## SECOND GRADE.

CLARA ISABEL MITCHELL.

### FALL QUARTER.

THE subject-matter of the course of study for the second grade is found in the natural environment, also in the social life of the community, especially that in which the children consciously partake.

The school program of work, play, and study is planned to give the children experience, to help them interpret that experience, and to give it adequate expression. It is therefore made up among the social occupations of cooking, gardening, wood-working, pottery, spinning, weaving, dyeing, and basketry; field and industrial excursions; plays, games, and entertainments; lessons in correlated nature study, history, literature, geography, and mathematics; and art expression in drawing, painting, clay-modeling, oral reading, and music. Writing and reading are taught as needed in the study of subjects and in the statement of questions and conclusions.

*Cooking*.—Baking of apples and potatoes in ovens out-of-doors. Apple jelly. Cranberry sauce. Pop-corn balls for Thanksgiving. Cream candies for Christmas.

*Gardening*.—Storing of seeds, vegetables, and grains from the garden planted last spring. Setting out of bulbs. Planting of window-boxes with seeds of the children's selection.

*Wood-working*.—Window-boxes. Trays for Christmas presents.

*Pottery*.—Tiles for window-boxes and trays.

*Spinning*.—Practice with spindle and spinning-wheel in making wool yarn.

*Weaving*.—Holders of hand-made, also machine-made yarn and roving. "Betsy Ross" cushion-covers, for Christmas presents, made of half-inch cotton strips, two colors, in plain weave, eighteen by twenty-four inches.

*Dyeing*.—Wool yarn and roving for holders. Cotton strips for cushion-

covers, with logwood, madder, indigo, fustic, cochineal, willow bark, sumac, turmeric, cutch, and iron rust.

*Basketry*.—Small work-basket of rattan, Nos. 2 and 3.

*Excursions*.—Woods, lakeshore, swamps, and sand ridge. Farm; produce and fish markets. Carpenter shop, blacksmith's shop; brick-yard, shipping and freight yards.

*Nature study*.—Collecting and labeling of all plants found in typical swamp, wooded, and sandy areas; methods of seed-dissemination in each. Stocking of aquarium and insect cage with specimens of animal life found on the same areas, for continued observation. Record in water color of seasonal changes in landscape.

*History*.—Beginnings of arts and industries in the life of primitive man. (1) Hunter life. North American Indians and ancient cave-dwellers as types. Rough stone weapons and bow and arrow; discovery of fire; cooking; invention of pottery; building of stone and timber shelters; domestication of animals. (2) Shepherd life. Present-day Arabs and ancient Hebrews as types. Dependence upon pasture land; wells, springs, and rivers; nomad life; carrying of tents; use of horses and camels; milk and flesh foods; working of leather; spinning and weaving of wool; making of carpets; dyes; beginnings of commerce; family life; patriarchal government; men servants and maid servants.

*Literature*.—Indian myths adapted from Emerson's *Indian Myths* and from the United States Ethnological Reports. The Bible stories of Abraham, Isaac, Jacob, and David. The Christmas story. "Muleykeh," Browning.

*Oral reading*.—*Autumn Fires* and *The Lamplighter*, Stevenson; *The World*, Anonymous.

*Geography*.—Soils of the swamp, lakeshore, prairie, and garden collected and compared as to appearance and constituents. Comparison of granite, limestone, sandstone; quartz, and mica as to color and hardness. Lessons on observations made at the farm upon the storing of fruits, grains, and vegetables, and the care of stock. Pictures of mountains and forests as background for hunter life; plains and hills as grazing land; deserts and oases as home of nomads; Arabian deserts, plains, and hills.

*Mathematics*.—Review and completion of work done by first grade in use of footrule and yardstick, liquid and dry measures, metric scales of weight, and thermometer. Learning to use and write numerical expressions for halves, fourths, eighths of the inch; halves, thirds, fourths, sixths, and twelfths of the foot; halves, thirds, and fourths of the yard. Learning and writing of the multiplication tables of ten, five, two, and three as they are needed in measuring. Writing and reading of all numbers used. Signs for addition, subtraction, multiplication, division, and equals taught with processes as needed. All of above to be taught in the working out of problems arising in the various occupations.

*Plays, games, and entertainments*.—Preparation and occasional dramatiza-

tion of stories, and reports of work for morning exercises. Serving of luncheons on birthdays and holidays. Phonics games. Guessing games. Skips, runs, and gliding movements to music of  $\frac{2}{4}$ ,  $\frac{3}{4}$ , and  $\frac{4}{4}$  rhythms. Catch-ball, circle-ball, toss-ball, and dodge-ball. Hopping pull away. Cat and mouse. Nine-pins.

*Drawing and painting.*—Illustration of stories and lessons. Studies from plant and animal life. Landscape of changing seasons. Patterns and working drawings for things made and modeled.

*Writing.*—New words and sentences which are a necessary part of the learning of new subjects. Rapid writing of needed words in a "dictionary" as a help in written lessons. Records of work done in all subjects, either dictated to the teacher or written directly by the pupils. Rapid visualization and writing of words which have been mis-spelled.

*Reading.*—Directions for work, rules for cooking, dyeing, and making. Written records which are to be discussed. Simple written and printed stories relating to subjects studied. Picking out of stories, with help of teacher, by means of questions and thought analysis. Verses indicated under "Oral Reading." Texts for songs.

### THIRD GRADE.

GUDRUN THORNE-THOMSEN.

#### OUTLINE OF WORK FOR THE AUTUMN QUARTER.

THE basis for the work of the year is the community life of the children. The aim is to present the best conditions for the children to gain social experience, and to use this experience for the good of the community. To this end, the children will be organized into groups engaged in social activities.

Activities and occupations which will be carried on during the year are cooking; baking and preserving; care of domestic animals; chickens; gardening; a vegetable and flower garden; pottery; making of dishes, vases, statuettes, bas-reliefs; sewing; making of necessary articles for use in the school and at home: aprons, dusters, bags; woodwork: necessary apparatus, gifts for the home, toys. Other activities may be engaged in as necessity demands.

Knowledge matter: The children will be encouraged to acquire knowledge from every available source in order to carry on these activities in the most effective manner. For this purpose it will be necessary to visit factories and other places in the